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ABSTRACT

Six point-of-use audiovisual programs were developed by librarians as part of a library instruction program in Alexander Library at Rutgers University to illustrate the basic skills needed in using the library's print collections in the social sciences and humanities. Topics for the 16mm filmstrip cartridges were (1) Tour of Alexander Library; (2) Using the Periodical Indexes; (3) Using Psychological Abstracts; (4) How to Use the Card Catalog; (5) Government Publications in Alexander Library; and (6) Using Social Sciences Citation Index. The development process is described, including the production of software--selection of topics, scripts, photography, taping, and laboratory conversion of 35mm slides/tapes to filmstrip cartridges; selection and modification of equipment; and user evaluation of the programs. Users over the summer of 1980 indicated that, while they were pleased with the programs, an unexpectedly high number of them would prefer printed instructions, and they would be interested in programs on non-book materials, including microforms. User evaluation data are reported, and a copy of the questionnaire is appended. (MER)

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REPORT ON THE DEVELOPMENT OF SIX POINT-OF-USE AUDIO-VISUAL LIBRARY INSTRUCTIONAL PROGRAMS

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OUTLINE

I. Introduction

II. Production of software, 16mm sound filmstrip cartridge

1. selection of topics
2. scripts
3. photography
4. taping
5. laboratory conversion of 35mm slides/tape to 16mm sound filmstrip cartridge

III. Selection of equipment and modification

IV. Evaluation

V. Conclusion and recommendations

I. Introduction

This report describes the development of six point-of-use audio-visual library instructional programs in the Alexander Library. The development of these six programs can be divided into three aspects: 1) production of software, the 16mm sound filmstrip cartridges, which was completed at five different stages; 2) selection of equipment and its modification; and 3) analysis of user responses to improve the future instructional programs in the library.

The original goals of the project were: 1) to provide library instruction when and where the user needs it; 2) to make effective use of existing staff resources by freeing librarians and support staff members from repetitious presentations; and 3) to nurture students' independent library use skills regardless of limitations of reference hours.

Five professional librarians of the Information Services Department participated in the project: Leslie Ota, Mary Fetzer, Robert Mulligan, Marianne Gaunt, and Myoung Chung as Project Coordinator. Holly Furman, a former member of the Department, made significant contributions to the development of the original proposal. Edward Pason, Associate University Librarian for Public Services, served as project advisor throughout the entire period. His contributions were most valuable in the development of the machine modifications that are finally in operation. Susan Lieberman, a student at the Graduate School of Library and Information Studies, participated in the editing of slides and scripts.

II. Production of Software: Six 16mm Sound Filmstrip Cartridges

A. Selection of Topics

Six topics that illustrate the most basic and fundamental skills in using the Alexander Library were chosen for the project. Professional librarians also agreed that questions related to these topics are most frequently asked at the Reference Desk. Representation of different types of reference materials that require instructions for their use was also considered in the selection of topics. Based on these criteria, one topic for general orientation and five topics for instructional purposes were selected for the project. The completed programs are:

Title of Program	Librarian
Tour of Alexander Library	Leslie Ota
Using the Periodical Indexes	Marianne Gaunt
Using Psychological Abstracts	Marianne Gaunt
How to Use the Card Catalog	Robert Mulligan
Government Publications in Alexander Library	Mary Fetzer
Using Social Sciences Citation Index	Myoung Chung

B. Scripts

A script of each program was written by an individual librarian. The draft copy of each script was shared by all members of the Department for clarification and objectivity. Suggestions and feedback were also sought from the faculty members of the Graduate School of Library and Information Studies. The selection of content was an extremely difficult decision to make in light of the fact that the Alexander Library serves an extremely diverse range of users.

Two most important elements that were considered in writing (and rewriting) the scripts were: 1) selecting pertinent examples/sample entries

that will provide the user a view of a reference tool to its fullest potential; and 2) controlling the length of each presentation so that the viewer will not get bored. Many revisions of each script were required for clarity, illustration, length, and consistency with the visuals. Although the sophistication and the depth of each program vary, all programs were aimed at the level of college freshmen and sophomores.

C. Photography

Once the scripts were completed, photographer Larry Zink and his assistant were hired to shoot the 35mm slides. The decision to make 35mm slides was originally intended to make dual use of the program: for class use in the slide/tape format; and for conversion into 16mm sound filmstrip cartridge for the point-of-use instructional programs. Equipment such as a copy stand, a Bell & Howell ringmaster, a 35mm Nikkon camera, and other miscellaneous pieces were borrowed from the University Multi-Media Equipment Services. An additional photographer, Guy Metler, was hired due to scheduling complications and also to expedite the shooting process. Each program consists of 30-35 slides and an average of four takes per slide was needed. Many graphics were originally designed in-house by librarians. Retyping of sample pages was required on occasion due to the extremely small print of some reference books. Minor problems with the equipment and developing processes delayed the production schedule considerably. Each librarian edited all slides with the assistance of Susan Lieberman. Several retakes were also required for various purposes.

D. Taping

The selected 35mm slides and the six scripts were taken to the University Radio Center at Livingston College. Roger Cohen of Livingston College graciously accepted our request to tape three of the six programs. Mary Fetzer and Marianne Gaunt taped their own programs using the University Radio Center facilities.

E. Conversion

The recorded tapes and slides were sent to AV Lab. Inc., a commercial company located in Port Washington, Long Island, where they were converted into 16mm sound filmstrip cartridges. Although the literature frequently cites the disadvantages of filmstrip because of its inflexibilities when changes are required, the sound filmstrip cartridge was selected for this project to safeguard the software from the curious public. Some graphics and typing had to be redone at the lab and some of the 35mm slides had to cropped to fit into the 16mm filmstrip. When cropping was not possible, a few of the shots had to be retaken.

III. Selection of Equipment

The two most important factors that were considered in the selection of equipment were: 1) its capability to keep the software relatively vandal-proof; and 2) the simplicity of its operation for the user. Despite today's technical advancement, the current market does not offer a variety of choices: the Labelle Showman 16 model was designed for 16mm sound filmstrip cartridges for educational and commercial purposes, and the

Showman 16 model was selected after considerable discussion with local dealers and market surveys.

As there have been many unfortunate incidents of theft and vandalism in the library, the security of the sound filmstrip is extremely important. The Labelle Showman 16 model has a superior advantage in that the cartridge is placed inside the machine where the public cannot have access.

The original plan for the audio was to provide earphones for individual users so that other users in the library would not be disturbed. However, the MIT study released in the spring of 1980 reported students' reluctance to wear earphones in public because they made them look conspicuous. (1) This report prompted us to explore alternatives and the decision was made to use telephone receivers in place of earphones. The handset and the switch had to be purchased separately and installed on the Labelle Showman 16. Kaltman-Boise, an AV dealer for the State, agreed to install 12 telephone handsets (two to each machine). In order to make the machine operation as simple as possible, we also requested the Kaltman-Boise technicians to modify the program to allow for an automatic start by simply lifting the handset. It was discovered, however, that this modification did not synchronize the visuals with the audio taping as it was programmed in the laboratory. In addition, activation of the machine with the handset stopped the program whenever a viewer hung up the handset, forcing the next viewer to start the program in the middle of the cycle. As a result, a final adjustment had to be made. In order to start the program, one lifts the handset and pushes a button which was originally designed to start the program. This adjustment allows the user to stop viewing the program whenever he wishes; however, the program will continue to the end

and will automatically turn off at the end. This adjustment allows every user to view the program from the beginning. A timer had to be installed in each machine so that the power will be on in a manner consistent with the library building hours.

IV. Evaluation

User response to these programs is considered one of the most critical aspects of the entire project. Questionnaires used in similar projects were studied and a questionnaire for this project was developed. (Appendix) Six programs were set up in the Reference area at various times due to delays caused by equipment adjustments and laboratory work on certain programs. The six programs are placed in different locations with a batch of questionnaires located next to each program and a note requesting user comments posted on all machines. The following is a summary of the user responses received between May and the first two weeks of September, 1980.

SUMMARY OF USER RESPONSE

	Per. Ind.[1]	SSCI[2]	Psych. Abs.[3]	CC[4]	Gov. Pubns.[5]	Alex. Tour[6]	Sum	
1. Your current status at Rutgers is:								
	10	5	1	7	6	33	61	Undergraduate
	3	1	2	8	6	18	38	Graduate
	2	1	1	2	3	4	13	Faculty
	0	0	0	2	1	3	6	Staff
	2	2	0	3	2	9	18	Other
Sum	17	8	4	22	18	67	136	Total
2. Why did you use this program?								
	5	3	1	3	10	12	34	Wanted to use the ref/library sources
	2	0	1	4	0	6	13	Heard about the program from others
	0	2	0	2	1	5	10	Librarian referred me to the program
	11	4	2	12	10	48	87	Curious about the machine
3. Was the presentation:								
	5	3	2	9	6	19	44	Very helpful
	6	1	2	10	8	22	49	Moderately helpful
	3	3	0	2	2	18	28	Slightly helpful
	0	1	0	0	1	9	11	Not helpful
4. Was the amount of information presented in the program:								
	5	3	0	1	6	13	28	Too much
	1	0	2	4	1	8	16	Too little
	10	3	2	15	10	48	88	Just right
5. Was the presentation:								
	9	3	1	2	10	24	49	Too long
	1	0	0	4	0	1	6	Too short
	8	5	3	13	9	40	78	About right

Per. Ind.[1]	SSCI[2]	Psych. Abs.[3]	CC[4]	Gov. Pubns.[5]	Alex. Tour[6]	Sum	
5. Was the information presented:							
1	1	1	1	0	5	9	Too simple
3	0	1	3	2	16	25	Simple
13	4	2	13	15	37	84	About right
0	1	0	1	1	5	8	Difficult
1	2	0	2	0	2	7	Too difficult
6. Do you prefer some different means for learning how to use reference tools?							
7	5	1	4	7	27	51	Yes
9	3	2	13	10	38	75	No
8. If you said yes to #7, which one of the following methods:							
1	0	1	1	13	16		Individual assistance
0	1	0	1	3	5		Written instruction
1	0	0	0	0	1		Library orientation tour
0	0	0	1	4	5		Library lecture in classroom
0	0	0	1	1	2		Other

9. What other reference sources, if any, would you like to have described by audio-visual aid?

A. Civil engineering, auto mechanism, etc.
B. Description of card catalog, i.e., abbreviations, color codes, etc.
C. Interlibrary loan
D. Difference between references, i.e., a gazeteer as opposed to an abstract, what is a union catalog?
E. Encyclopedia
F. ERIC
G. Archives
H. Microfilm collections
I. Research through scientific abstracts in LSM
J. Special Collections
K. Microfiche
L. RLIN

10. Additional comments--

Periodical Indexes

Perhaps a shorter presentation with a list of available indexes near the machine arranged by subject. Too detailed on PAIS.

The program was very helpful except that it made using the indexes seem very complicated. I would have to hear it at least twice to be able to start using the indexes.

Incoming frosh don't have any idea how to use your system. We're used to the Dewey Decimal System.

Impressive work!

I did get some useful information.

Excellent concept!

Critical comments are because I'm probably a fairly sophisticated user. For those with less experience I think the presentation would be more helpful.

Social Sciences Citation Index

Please have written instructions in addition. This idea is great but I need something I can sit down with as I tackle these things. These machines are good introductions to resources I might never have known about.

I always find the machines very helpful; however, often the research librarians are reluctant to give this kind of detailed information. Could it be that they do not want us to be able to pursue research projects independently?

Psychological Abstracts

The audio-visual program is very good, better to have several subjects available (this time only psychology information) and better divided into different levels. Seems not too many people know that this machine exists. Propaganda and advertisement or word of mouth is very necessary.

Perhaps some mention of the cumulative indexes of Psych Abstracts. Since Soc. Abstracts are such a mess it may be misleading to compare one now.

Psychological Abstracts, continued

Audio-visual instruction was good and something different. Improvements could include what exactly could be found in each section, but not overly specific information to bore the listener and viewer.

The resolution on the viewer is such that focusing accurately is very difficutl. It is too hard to read some of the information on the screen, and thus understanding the narrator's comments and examples is occasionally impossible.

Card Catalog

Very well done and informative!

Please shorten and simplify.

It's a good idea. Long overdue. Only suggestion, more information might have been included.

Slides showing printed materials were too light and hard to read.

Is the section on main entry -- different types, etc. -- necessary to the average user? I like the part about stressing other libraries' holdings.

Reproduction of catalog cards was poor. Inconsistent focus. Pleasant narrator.

Put the viewer at standing eye level or provide a stool.

It's a good idea for an introduction, but the material was presented too rapidly for complete comprehension by a newcomer to Alexander Library. A follow-up written sheet would be an excellent accompaniment to to the audio-visual machine.

Tape should have cut off switch (or automatically rewind when receiver is replaced) so that one does not have to listen to the whole tape if all pertinent material is at the beginning.

Government Publications

Picture of floor plan hard to read.

It's about time we had this!

This is a great service! Since I'm an anthropology major, I never thought government documents could be useful for my studies. This presentation introduced me to the variety of government documents and showed me how to find information. Thanks!

Government Publications, continued

Better locational maps. Need to be able to select appropriate or relevant section of film to meet immediate information needed.

I feel that this service was especially needed in government documents. Could use additional information about N.J. state documents.

Be able to pause or even, if possible, back up program. If not, be able to start program over again.

It would be helpful to have a reference sheet summarizing this program and its tools. There is quite a bit to retain.

Good general information but still need individual assistance for specific questions.

Computer would be better; you could set it up to talk to the individual person on a number of reference sources.

It was very helpful as I have never been acquainted with using the government documents in the library.

Tour of Alexander Library

This is very dull and the photos are poor.

Need longer cord for viewing comfort while sitting.

Beginning slide out of focus. Best in terms of information provided.

It was a very good study break.

Need a short segment of card catalog information and temporary shelf information.

Too many direction statements (to left, right, between, etc.). I think it's a good idea to introduce the facilities available.

The audio was not in correct pace with the photos. Otherwise good. May be good for handicapped or learning disabled.

I feel that the program was helpful as it was shown on the machine. No improvement needed and it would be ridiculous to learn about reference tools with written instruction, library orientation tour and library lecture in the classroom. If the students don't know how to use the library after many years of education, they don't belong in school.

Tour of Alexander Library, continued

Should be a requirement for all new people; also it makes a good brush-up. The machine is a very good idea; they sould have something like this in Mabel-Smith Douglass and Kilmer.

Should lessen confusion of new students and faculty. Helpful.

Great try! Great idea. Thanks.

The machine is stupid! First of all, it's out of sync. Secondly the tape doesn't return to start when the phone is hung up prematurely. Since most people pick up the phone out of curiosity, the machine becomes non-functional for those who need it. It is usually in the middle of the cycle.

Machine had slides out of sync. with sound. Also, it was in the middle of the program when I started it.

Inform people of the tour. Post availability of it at entrance.

To a person unfamiliar with library, comments such as George St. side are not helpful.

The narration was very well done.

The idea is terrific. The slides, however, lacked imagination and gave the library a dull, blah, irritating image. A little zip in the visual presentation would make the tour a pleasure as well as a source of information.

I think you need a slide of all the New Brunswick libraries as you did with LSM, i.e., Douglass, Vorhees Art, Kilmer. Perhaps all four could be placed in quarter of one slide with explanation of approximate number of volumes and suggestion for interlibrary borrowing system.

Nice idea. Should be required for everyone.

Floor directions were great except who will remember them all? Need pictorial graph or maybe accompany visual presentation.

Good means of orienting me to my immediate goal and also acquainting me with library resources. I may not use for class but may use for personal edification.

This is a nice idea to expose people who are unfamiliar with Alexander Library. One thing, though: I like personal contact as opposed to a machine, especially when you feel unsure in your approach. Glad you told them to direct further questions to Reference!

Audio-visual instruction is an excellent idea. I was afforded with a good overview of what is in the library and where to find it. Most likely, it helps students avoid asking the same, repetitive questions to librarians.

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Tour of Alexander Library, continued

In addition to the video program, a ground plan of each floor should be shown. Then the viewer would get a better perspective of where the different library sections are located.

Audio-visual aid very good but need other kinds of assistance.

A very good idea. Commendable!

Would like to know more specifics about the different areas -- i.e., What countries are included in East Asian Collection. More specifically, what is included in Music Collection?

A printed brochure containing information covered in tape would be helpful.

Please provide plans/drawings of each library building for each floor.

I think this is better than a lecture or tour because the user can get the information when he/she needs to solve a problem.

The tape was interesting and very helpful.

Some of the photos weren't great, i.e., at angles, bad shots.

The machine was wonderul. Unfortunately, the photography was not! I'm not a photographer but tilted images, moving people, poor composition, and the obliteration of the image by a flash is not very professional. Also, why not clean the machine and/or film?

The machine tour seems to be simply a tour of the libraries pointing out what is where. If this was the purpose of the introduction, it does a nice job. However, it certainly does not meet the needs of someone who has yet to learn how to use the various reference sources and materials. Perhaps similar machines could be placed throughout the library, each of which explained how to use a particular reference item. For example, it took me a bit of trial and error to learn how to use the Biological Abstracts in LSM. A video box like this one could be used to explain how to use abstracts found in this library.

Often, when I find myself in need of a study break, I wind up milling through different sections of the library, bewildered by much of the materials. I do not have an overall picture of what materials are in the government documents area or how to use them. Perhaps one of these machines in this area explaining the scope and use of these materials would be worthwhile.

Key:

1. Using the Periodical Indexes
2. Using the Social Sciences Citation Index
3. Using Psychological Abstracts
4. How to Use the Card Catalog
5. Government Publications in the Alexander Library
6. Tour of Alexander Library

The effectiveness of these programs and their full impact on the individual user cannot be accurately measured due to the voluntary nature of the evaluation processes. Even the accurate count of numbers of viewers is not feasible for the same reason. By our observation, less than one-third of the viewers appear to be participating in our evaluation efforts. Many users, however, affirm our conviction that instructional programs at the point-of-use (be that written or media-based instructions) are valuable supplementary aids to the library user in need of assistance.

It is also noticed that more than half of the viewers who used the program during this time period stated that they used the program out of curiosity for the machine. We hope the curiosity of the machine will continue to motivate students to use the program as an introduction to library skills and resources. It is also our anticipation that during the course of the academic year, more students will use the program because of a specific research need.

Some negative comments made on photography are legitimate; however, negative comments on the clarity of images appear, in part, due to the lack of public understanding on the nature and limitations of the 16mm filmstrip cartridge. Contrasted to 35mm slides/filmstrips, the 16mm filmstrip (which is the only format that can be loaded to cartridge) projects a less clear image than those of the 35mm.

V. Conclusion and Recommendations

Audio-visual materials have long proven to be effective and efficient media in educational processes, and they have been widely adopted in library instructional programs. A recent survey reports that non-print instructional programs consist of 40% of all library instructional programs provided in academic libraries in 1979. (2)

Because of the limited availability of public services librarians at Alexander Library, because of the extremely heterogeneous nature of Alexander Library users, and, most importantly, because of the increasing complexities of Alexander Library's resources and its organization, an attempt was made by the Information Services librarians to develop systematic programs in instructing the user in library and research skills. As one of such programs, development of a media-based point-of-use library instructional program was proposed.

The point-of-use instructional programs in Alexander Library were developed in order to reinforce the ever-increasing need for information assistance, not to replace the reference assistance by professional librarians with machines. To convey this message, all programs encourage viewers to consult reference librarians for further assistance and instructions.

All programs are carefully designed for instructional purposes that will teach the users to help themselves when and where they need the information. It is felt that a quick person-to-person encounter at a busy reference desk may satisfy the instant informational need but frequently lacks the instruction to go beyond due to time pressures.

We are also hopeful that these programs will provide an opportunity for those library users who would prefer independent learning in library research skills to conduct the research competently on their own.

Despite a considerable effort to modify the equipment in as simple and flexible a manner as we could, the limitations of the equipment, such as its incapability to control the speed of presentation and to respond to specific user questions, seem to create user frustrations while viewing these programs. Many users also regard machines as being impersonal and indicate strong preferences for individual instruction.

For future projects and research in library instructional programs, we recommend the following subjects be explored. These areas are identified based on our experiences with this project, user responses to the project, and on major new developments in the library field in the 1980s:

1. Although 16mm sound filmstrip cartridge was adopted for this project because it is vandal-proof, it is costly in terms of money, time, and expertise. Because of the absence of a centralized university-wide graphics department, it was extremely difficult for librarians to develop visuals on their own. Since an unexpectedly high number of users indicated their preference for written instructions, instructional programs consisting of a sample page of a reference book and a cassette tape that contains instructions appear to be a viable alternative to sound filmstrip cartridge.

2. This project exclusively dealt with the use of printed materials in the library. Future developments of instructional program

topics on non-books materials would be an important addition. Among many programs suggested by users, one on the use of microforms seems to be of particular interest and importance.

3. Instructions in the use of data base searching and alternative methods of card catalog use when the present form of the card catalog is closed are also important subjects to be explored now.

Considerable progress has been made in bibliographic instructional programs in Alexander Library since this project was proposed and funded. In July 1980 a bibliographic instruction coordinator was appointed, whose time can be devoted to plan and develop innovative new programs. In addition, a comprehensive graphics program is underway to improve all sign systems in Alexander Library. Well designed and clear signs are considered to be an important teaching tool in libraries. Guides, brochures, and other written instructions on various library topics are also in preparation in order to direct the user to the rich information resources offered by Alexander Library.

The objectives of this project were to provide individualized library instruction when and where the user needs such instructions. Simultaneously we were hoping to reduce staff time from repetitious presentations and to reach larger number of users regardless of the limited number of reference staff. We appear to have partially achieved these goals if not totally satisfied all users in some production aspects.

Footnotes

1. Cipolla, Katherine G. "MIT's Point-of-Use Concept: A Five Year Update." The Journal of Academic Librarianship, Vol. 5, no. 6, January 1980, p. 327.

2. Kirkendall, Carolyn A. "Library Use Education: Current Practices and Trends." Library Trends, Summer 1980, pp. 29-37.

APPENDIX

Point of use Audio-Visual Instruction Use Survey

PROGRAM TITLE HOW TO USE PERIODICAL INDEXES

For Libra Use O

Please answer the following questions. Your comments are essential to the evaluation of this program. Thank you.

1. Your current status at Rutgers is:
_____Undergraduate_____Graduate_____Faculty_____Staff_____Other

2. Why did you use this program?
_____Wanted to use the reference/library sources described
_____Heard about the program from others
_____Librarian referred me to the program
_____Curious about the machine

3. Was the presentation
_____Very helpful
_____Moderately helpful
_____Slightly helpful
_____Not helpful

4. Was the amount of information presented in the program
_____Too much
_____Too little
_____Just right

5. Was the presentation
_____Too long
_____Too short
_____About right

6. Was the information presented
_____Too Simple
_____Simple
_____About right
_____Difficult
_____Too difficult

7. Do you prefer some different means for learning how to use reference tools?
_____Yes _____No

8. If you said yes in Number 7, which one of the following methods :
_____Individual assistance_____Written instruction_____Library orientation tour_____Library lecture in classroom_____Other (please explain)

9. What other reference sources, if any, would you like to have described by audio-visual aid?

10. Please make any additional comments :

_____

_____

_____

_____